



## Carvers Bay Middle School

13000 Choppee Rd  
Hemingway, SC 29445

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	336 Students	
<b>Principal</b>	Comeletia Pyatt	843-558-6930
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Average</b>	<b>Average</b>
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

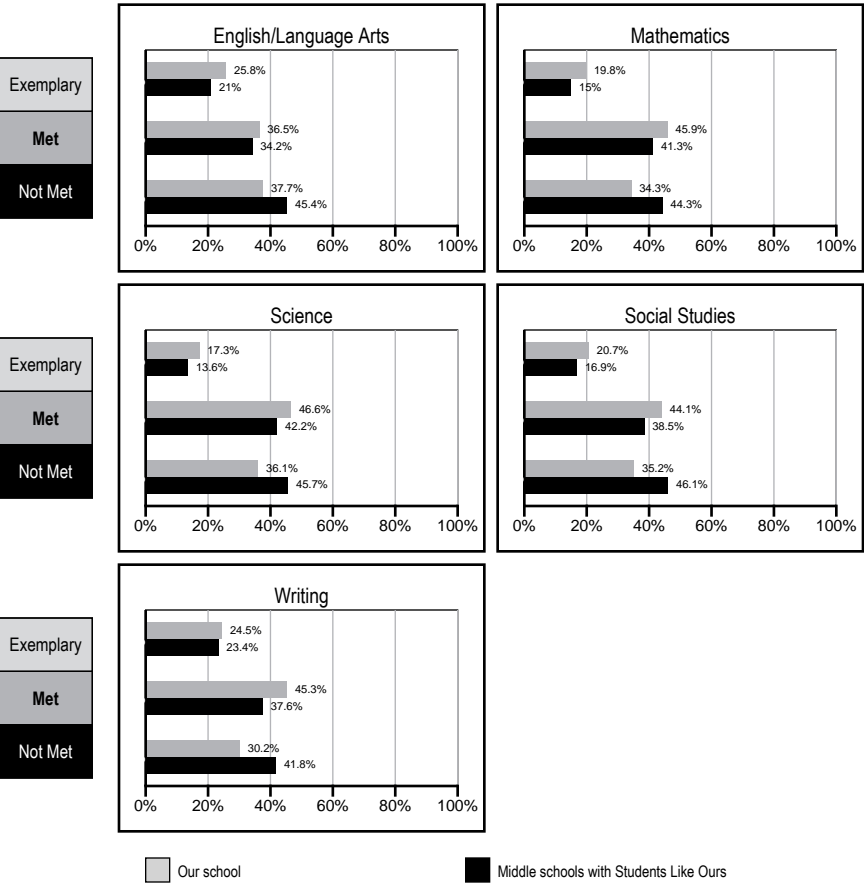
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	1	34	19	16

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	90.3%
English 1	100.0%	80.1%
Physical Science	N/A	N/A
US History and the Constitution	N/A	N/A
All Subjects	100.0%	88.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=336)				
Students enrolled in high school credit courses (grades 7 & 8)	12.7%	Up from 10.0%	14.7%	22.9%
Retention rate	1.8%	Down from 2.7%	1.0%	0.8%
Attendance rate	96.0%	Up from 95.3%	95.8%	96.2%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.9%	Up from 0.6%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	60.0%	Down from 65.2%	60.0%	61.3%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	73.8%	Down from 77.3%	80.3%	86.7%
Teacher attendance rate	95.7%	Down from 95.9%	95.1%	95.2%
Average teacher salary*	\$45,649	Down 1.5%	\$44,632	\$46,422
Professional development days/teacher	8.6 days	Down from 24.0 days	9.2 days	10.0 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 18.9 to 1	20.3 to 1	22.0 to 1
Prime instructional time	90.8%	Up from 89.0%	89.7%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	98.2%	98.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$9,200	Down 4.2%	\$8,585	\$7,245
Percent of expenditures for instruction**	51.4%	Down from 51.7%	60.4%	63.1%
Percent of expenditures for teacher salaries**	48.9%	Down from 49.8%	55.4%	60.9%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

We are extremely proud of our many accomplishments this year. We appreciate the support of our parents and community. We are grateful for the involvement of our PTO (Parent, Teacher, and Organization) and SIC (School Improvement Council). Their dedication and commitment to our school has made a positive difference for our students this year.

Carvers Bay Middle School continues to provide an academic environment of high expectations for learning. Our objective remains for all students to have a positive learning experience and become lifelong learners. Students have worked hard this school year, and we continue to see growth. Our school continues to provide support to teachers through the use of a school level Curriculum Coach, and district level Curriculum Coaches in each content area who conduct model lessons and offer academic coaching opportunities for all teachers. Furthermore, our school remains vested in Professional Learning teams that meet weekly to develop both long and short-term goals for the school in order to enhance student achievement.

Our School focus this year was to continue the implementation of Balanced Literacy in our ELA classes and to use our Title I teachers to provide small group instruction to students that needed more individualized instruction in both math and ELA. We continued to utilize content area pacing guides and used common assessments; MAP testing, and benchmark test to assess student progress during each nine week period. Using the data from these assessments, teachers developed plans for addressing the identified areas of weaknesses. An emphasis was placed on integrating technology into teacher lessons with the use of various programs and Web 2.0 programs on the internet that students could access and manipulate to increase their understanding of content and promote higher order thinking skills. Our classrooms are equipped with promethean boards, and we have net book and laptop carts that are available to teachers to use with their classes.

In the coming year our emphasis will continue to be on closing the achievement gap and maintaining a safe and nurturing environment for learning. With the continued help and support of our community, parents, and staff we are able to assure our students have the opportunity to receive the very best education possible.

We extend our thanks to our PTO and SIC committees which continue to support the efforts of our students, staff, and teachers. As we continue to work hard, make gains, and strive for continuous school improvement, we thank our teachers, staff, parents, and community.

Rebecca McLean, SIC Chair

Comeletia Pyatt, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	99	64
Percent satisfied with learning environment	90.9%	80.4%	85.0%
Percent satisfied with social and physical environment	90.9%	85.3%	85.0%
Percent satisfied with school-home relations	81.8%	88.4%	85.7%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	91.4
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Carvers Bay Middle School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	633.6	633.5	619.0	618.7	100.0	100.0
Male	628.7	631.5	622.6	621.4	100.0	100.0
Female	640.1	636.2	613.8	615.3	100.0	100.0
White	661.2	648.9	634.8	644.0	100.0	100.0
African American	625.4	628.7	613.8	612.4	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	574.4	586.2	556.9	580.9	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	627.0	629.7	616.0	615.4	100.0	100.0
Annual Measurable Objective (AMO)	624.0	624.0	624.0	624.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	100	47.5	31.3	21.2	52.5
	7	124	100	42.2	37.1	20.7	57.8
	8	113	100	51.4	28.4	20.2	48.6
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	44.5	29.1	26.4	55.5
	7	111	100	34	42.7	23.3	66
	8	111	100	34.3	38.1	27.6	65.7

Mathematics

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	104	100	36.4	44.4	19.2	63.6
	7	124	100	32.8	45.7	21.6	67.2
	8	113	100	41.3	38.5	20.2	58.7
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	34.5	44.5	20.9	65.5
	7	111	100	40.8	41.7	17.5	59.2
	8	111	100	27.6	51.4	21	72.4

Science

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	45.8	43.8	10.4	54.2
	7	124	100	40.5	49.1	10.3	59.5
	8	56	100	52.7	34.5	12.7	47.3
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	100	38.9	53.7	7.4	61.1
	7	111	100	35.9	39.8	24.3	64.1
	8	56	100	33.3	52.9	13.7	66.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	52	100	25.5	52.9	21.6	74.5
	7	124	100	50.9	34.5	14.7	49.1
	8	57	100	40.7	33.3	25.9	59.3
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	35.7	48.2	16.1	64.3
	7	111	100	33	40.8	26.2	67
	8	55	100	38.9	46.3	14.8	61.1

Writing

2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	112	100	46.8	36.7	16.5	53.2
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	111	100	30.2	45.3	24.5	69.8

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